

INLS 572 - Web Development I

Syllabus

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“Office” Hours: Thur. 5:30-6:00pm, and by appointment

1. COURSE DESCRIPTION

An introduction to technologies used on the World Wide Web and its mark-up language(s). This will be based largely around HTML and CSS, but will also include some HTTP and JavaScript. No prior Web development knowledge will be assumed.

PRE-REQUISITES AND CO-REQUISITES

INLS 261 or INLS 461 (the “tools” course)

COURSE OBJECTIVES

When you have finished taking this course, you should expect to be able to:

- 1) Apply the principles systems analysis and design to the design of your Web site.
- 2) Apply principles of readability and organization to the design of your Web site.
- 3) Build attractive and functional Web pages, including the use of CSS.

We may get to do more, but the above is a minimum.

WEEKLY READINGS

Please keep up with the readings. You are expected to have read all the required (and some of the supplemental) by or before the first class meeting of that week. Your midterm will be based on the assigned readings.

WEEKLY CALENDAR

Weeks, for the purpose of this class, start Monday and end Friday (Saturdays and Sundays are “weekends”). Week one is the first week of the academic term, Week 15 is the fifteenth week of the academic term, and so on (you get the idea). You will be expected to keep track of what week we are in on your own. You would be well advised to read ahead, at least in the text.

For the Spring 2013 term, there will be no classes during Week 9 (Spring Break), nor for Week 3 (ALA).

Any readings assigned will be provided by the instructor, or will be available online.

N.B.: this outline is not chiseled in stone. It may change (slightly).

Week	Lecture Topic	Week Based on ...
1	Introduction to the course and to the Web	Chapters 1-3
2	Beginning Web pages; systems development life cycle	Chapters 4-5
3	No Class (ALA)	
4	Links and Images	Chapters 6-7
5	Tables and Forms	Chapters 8-9
6	HTML5 and Introduction to CSS	Chapters 10-11
7	Formatting text, colors and backgrounds	Chapters 12-13
8	The Box model and positioning	Chapters 14-15
9	SPRING BREAK WEEK	
10	More CSS	Chapters 16-17
11	And More CSS	Chapters 18-19
12	Javascript	Chapters 20-21
13	Graphics	Chapter 22
14	The Future of the Web	“What is Web 2.0,” “W3C Proposes Do Not Track Privacy Standard,” “Electronic Contact Lens Displays Pixels on the Eyes”
15	Course summary; final discussion of projects	

2. METHOD OF EVALUATION

Class Participation

Students are expected to participate in and/or initiate class discussion.

Project 1

Project 1 will be the creation of:

- 1) A Story Document that will include the types of users whom you expect to use your site and the story that you wish to convey to them. This will be discussed further in class. The Story Document will be at least one full page.
- 2) A functioning Web site. We will be discussing particulars of this as we go along. Project 1 will be due on Monday of Week 16, by CoB. In the past, I have been asked for a “checklist” for the project. I will not provide one. If you want a B+ (P), do all the steps in Web design covered in the course. If you want an A (H), go beyond it. Simple

Turning in Projects Late

I will first grade you project. Then I will deduct 1 grade for every two days that they project was turned in late.

Designing For the Disabled

As you design your project, keep in mind the fact that some of your viewers may be blind. Blind viewers will have to have software that reads your Web pages to them. Acquaint yourselves with the Americans with Disabilities Act (ADA). You will find that many major corporations are going back and reengineering their Web sites to conform to the ADA. (Guess how much having to *reengineer* is costing! Lesson: Do it from the start!) Design for the disabled up front. It's quite easy (I'll discuss it as we go along) and it is also part of your grade.

Browser Compatibility

I will be testing your homework and projects in various browsers. Be sure that your HTML complies with the “standard”, and that it runs on a Windows platform (for you Mac miscreants out there!). My “standard” browser is Firefox, but I also use IE (less and less all the time). I am not, however, above loading Opera or any other browser to have a look see.

Project 2

Each student will be expected to critically analyze (which is not to say necessarily criticize) one or more Web sites. If the student discusses more than one Web site, there should be some common theme between/among them, either by structure or content. This analysis will be five pages (one inch margins, 1.5 line spacing, indent the beginning of the paragraph with no extra line in between paragraphs). This will be due Thursday of Week 10.

3. Class Attendance

I will not be grading on attendance. I will, however, be taking note of who attends and who doesn't. It will be *your* responsibility to get any material covered in a missed class from a fellow student. I won't go over it with you. If you regularly miss class, please don't be surprised if you get a grade with which you are unhappy.

GRADING

Class Participation:	10 points
Project 1:	50 points
Project 2:	40 points

Standard SILS and UNC grading breakdowns apply.

4. EDITING HTML

There are HTML-aware editors. Some are free. Some cost. I use Notepad++, but plenty of others that are just as good – maybe better. I can tell you that I have used HTML-Kit (try googling it). It's pretty good. A quick glance at Google will get you more of the usual suspects. If we have any miscreants using Macs, you are on your own. Linux types will suffer for their own sins. The text also suggests HTML editors.

On the other hand, you may choose to use a Web page generator, or a Web compatible product like Joomla or WordPress. The student, however, should be prepared to answer technical questions about the project regardless of tools chosen.

5. CLOSING REMARKS

You will also notice that sometimes I will point you to resources on the Web to read. I'm not going to make up lectures that are already there! So, what "value added" do I present? Again, I think of myself as an organizer and a guide. I am also the purveyor of opinions ... but that's another matter. I will do my best to answer your questions as they come up, but that doesn't mean that you should not disagree with my answer. I am, as I said, a guide, not a dictator. I may not know the answer to a question. In that case I will say, "I don't know" and find the answer for you.

Lastly, please turn in all work on time. Having said that, I am not a monster. I have had students who have a death in the family, a diagnosis of breast cancer, going through an ugly divorce (are there any other kinds?), so, if you have a problem, contact me immediately.

HOW TO CONTACT ME

You have my email address, if you need to contact me quickly, use email. I should be online most days. If you are panicking, contact me and we might have to use the phone. Do not, however, call me between 8pm and 9am. I will not answer any questions during that time and you will not make a friend of me.

Let me repeat, if you are having problems, CONTACT ME!!!! You are not paying tuition for my good looks, however good they may (or may not) be. If you don't contact me, then please don't complain about your grade. Real education is an interactive process.

STUDENTS WITH SPECIAL NEEDS

If you have any special need, the first place you should check is <http://library.law.unc.edu/students/information/disabilities/default.aspx>. If you have a special need, then get help. Keep me in the loop. I have a special need, too. I am bald and I need a hat in sunny summer days and cold winter ones. You getting help for a special need is no bigger a deal than that for me. Seeking help for a disability is not asking for something extra, it is simply asking for the playing field to be level. I like level. Level is good.

CHEATING AND PLAGIARISM

You are expected to do your own work. Cheating in any form (including using other people's work with out proper citations--i.e. plagiarism) or getting someone or something else (code generators) to do your work will result in the student being given an F for that instrument. The second offense, the student will be given an F for the course.

6. COURSE MATERIALS

Required

Jennifer Niederst Robbins, *Learning Web Design*, O'Reilly, Fourth Edition

Recommended

<http://www.w3schools.com/js/default.asp>, JavaScript Tutorial

Berners-Lee, T. (2000). *Weaving the Web: The Original Design and Ultimate Destiny of the World Wide Web*. NY: Harper-Collins. (On reserve)

Meyer, Eric A. (2004). *CSS Pocket Reference*, 2nd edition. Cambridge: O'Reilly

<http://www.javascript.com/>, Everything JavaScript

Something You Might Want to Look At

<http://www.w3.org/Protocols/>, W3C HTTP Protocol

Shiflett, C. (2003). *HTTP: Developer's Handbook*. Sams